Georgetown Independent School District

Richarte High School

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

In the 23-24 school year, RHS began utilizing Professional Learning Communities. RHS students saw an increase in student achievement in certain elements of STAAR data. Students typically do not perform as well as the district standard on End of Course exams taken at a student's home campus prior to coming to RHS. There is a significant change in performance in exams taken after learners become students at Richarte. Additionally, students earn credits at a much accelerated pace than their peers at a traditional high school campus, including initial credit and recovering credits that were previously un-earned.

Students traditionally have lower CCMR completion than that of traditional high school students. This is due to lack of opportunities to earn Industry Based Certifications as well as earn Completer status in CTE programs. This is also due to a lack of advanced placement opportunities that students have available at RHS while they are earning credits at an accelerated pace.

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1 (Prioritized): Students perform below their peers at traditional high schools in CCMR completion percentage.
Root Cause: Students focus on earning credits and completing graduation requirements rather than success on CCMR metrics.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

Georgetown ISD provides competitive compensation and benefits to employees. We actively recruit, attract, and retain employees who embrace the vision, mission, beliefs, and norms of the organization. At RHS, we have had limited turnover in the past few years. There is much work that needs to be done to limit the effects of change for the 2024-2025 school year.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1 (Prioritized): Staff retention has traditionally been extremely high at RHS. This is difficult to achieve year after year.
Root Cause: While retention has been high, there is an extremely significant amount of change at the campus, including leadership and location. Change often breeds uncertainty, which can negatively affect staff retention.

Priority Problem Statements

Problem Statement 1: Students perform below their peers at traditional high schools in CCMR completion percentage.

Root Cause 1: Students focus on earning credits and completing graduation requirements rather than success on CCMR metrics.

Problem Statement 1 Areas: Student Learning, Growth and Progress

Problem Statement 2: Staff retention has traditionally been extremely high at RHS. This is difficult to achieve year after year.

Root Cause 2: While retention has been high, there is an extremely significant amount of change at the campus, including leadership and location. Change often breeds uncertainty, which can negatively affect staff retention.

Problem Statement 2 Areas: Staff Recruitment and Retention

Problem Statement 3: Parents and students often do not respond to communications, leading to a feeling of being disconnected from the campus.

Root Cause 3: Parents have less access to information or ways to be involved because of the lack of student events as compared to a traditional high school.

Problem Statement 3 Areas: Community and Connectivity

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Strategic Priority Areas

Strategic Priority Area 1: Student Learning, Growth and Progress

Picture of Success: Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Strategic Objective 1: In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

HB3 Strategic Priority Area

Change Decision: Maintain but Consider a Change

Desired State: RHS will continue to improve instructional alignment to support student growth. RHS will continue to look for ways to improve alignment so that it will positively affect authentic learning which should mirror assessment.

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

Change Decision: Maintain but Consider a Change

Desired State: Students participate in lessons on Learner Profile once a week during 3rd period. The lessons are focused on increasing a student's capacity to be successful in all aspects of school, including those that are not reflected in traditional academic settings.

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 3: GISD students are prepared for postsecondary education and the workforce.

Change Decision: Major Change

Desired State: Students will perform at a rate for CCMR that is appropriate based on their academic needs and their needs for post-secondary success.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Traditionally the focus for student outcomes is credits for graduation and EOC completion. Systems to ensure CCMR are inconsistent and encounter obstacles due to the accelerated nature of RHS. Additional progress monitoring is necessary for CCMR at RHS.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Evidence of Desired State: We will show an increase in the number of students earning a CCMR indicator. This will include increases number of students earning through TSI and IBCs. **Problem Statements:** Student Learning, Growth and Progress 1		On Track	On Track		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

Strategy 1: CCMR indicator status will be evaluated every 3 weeks and updated on the student progress log.

Staff Responsible: CCMR Specialist

TEA Priorities:
Connect high school to career and college

Strategy 2: Student's post-secondary readiness in non-CCMR reportable fields will be evaluated and tracked on the student progress log.

Staff Responsible: CCMR Specialist, Assistant Principal

TEA Priorities:
Connect high school to career and college

Strategy 3: Students will be educated about importance of CCMR readiness as it relates to their success after gradiation.

Staff Responsible: CCMR Specialist

TEA Priorities:

Connect high school to career and college

Strategy 4: Students will receive enrichment and preparation for TSI exams.

    Staff Responsible: Math Teachers, English Teachers, CCMR Specialist

Strategic Objective 3 Problem Statements:

Student Learning, Growth and Progress
Problem Statement 1: Students perform below their peers at traditional high schools in CCMR completion percentage.   **Root Cause**: Students focus on earning credits and completing graduation requirements rather than success on CCMR metrics.

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

Change Decision: Minor Change

Desired State: Student's progress is reflected on report cards. Student's success is also monitored based on their completion percentage in courses, as students seek to complete their courses at RHS in an accelerated model.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Currently, student progress is monitored via a student graduation plan. Credits earned by students are not monitored against expected completion benchmarks. **Evidence of Desired State:** An increase in the number of credits earned by a student.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
	No Review			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Strategy 1: Create student progress chart which will monitor student's actual progress towards graduation versus their expected performance.

Staff Responsible: Assistant Principal, Counselor

Strategy 2: Review progress log with students, parents, and teachers on a regular basis.

Staff Responsible: Principal, Assistant Principal, Counselor

Strategic Priority Area 2: Student and Staff Well-Being

Picture of Success: Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Strategic Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Change Decision: Minor Change

Desired State: Campus will have a culture reflective of individual beliefs and respect for those that differ from one another.

Staff builds positive relationships with students by utilizing a variety of team building activities with students throughout the year as well as when new students enter (student ambassador program).

Evidence of Progress Toward Objective 1 Details	**Reviews**			
Evidence of Progress Toward Objective 1: New students to RHS often feel disconnected from the campus and there is a challenging acclamation period due to the small size of the student body as well as their unique differences.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Evidence of Desired State: Students are encouraged to learn about the differences that make them unique, and appreciate those differences. Students will participate in the student ambassador program, making new students to RHS feel welcome and find their home on campus.	No Review			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Strategy 1: A student ambassador program will create opportunities for veteran students to welcome new students to campus, and encourage them to find their home on campus.

Staff Responsible: Principal, Counselor

Strategic Priority Area 2: Student and Staff Well-Being

Strategic Objective 2: GISD employees find meaning and value in their work.

Change Decision: Minor Change

Desired State: RHS staff will continue to enjoy coming to work, understanding their role in the success of their students.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Traditionally, staff have felt connected to one another through faculty meetings that did not have a sense of regularity. There is room to improve the walkthrough process for Teachers and provide meaningful feedback to them.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Evidence of Desired State: Staff will be encouraged to participate in committees, faculty meetings, and PLCs. Staff will receive regular walkthroughs that will encourage their growth as Teachers, benefitting student growth on campus.		No Review			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Strategy 1: Staff teams were created for PLC's, which creates camaraderie and builds common ground among those that do not share common teaching assignments.

Staff Responsible: Principal, Assistant Principal

TEA Priorities:
Recruit, support, retain teachers and principals

Strategic Priority Area 2: Student and Staff Well-Being

Strategic Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Change Decision: Maintain

Desired State: Staff will continue to provide a safe environment for students to learn, ensuring inclusivity for all students. An emphasis is made on Social Emotional Learning for all students.

Strategic Priority Area 3: Staff Recruitment and Retention

Picture of Success: Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Strategic Objective 1: GISD provides competitive compensation and benefits to employees.

Change Decision: Maintain

Desired State: RHS staff members will be compensated appropriately, including opportunities for additional compensation through extra duties on campus.

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 2: Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Change Decision: Maintain but Consider a Change

Desired State: 100% of staff at RHS feel valued and that we are actively pursuing the vision, mission, beliefs, and norms of GISD.

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 3: In GISD, professional learning communities thrive across the organization.

Change Decision: Major Change

Desired State: 100% of staff will regularly participate in PLCs.

Evidence of Progress Toward Objective 1 Details	Reviews			
	Formative			**Summative**
Evidence of Progress Toward Objective 1: All Teachers have received training on PLC procedure and PLCs occur regularly.	**Oct**	**Jan**	**Apr**	**July**
Evidence of Desired State: 100% Attendance from Teachers at PLC meetings. Meaningful agendas at PLC meetings that reflect information necessary for the Teachers to know.	No Review			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Strategy 1: Train all staff members on PLC procedures and expectations.

Staff Responsible: Principal, Assistant Principal

Collaborating Departments: Teaching & Learning

Strategy 2: Have set agendas for each PLC meeting, giving staff clear expectations of what will be discussed at each PLC.

Staff Responsible: Principal, Assistant Principal

Strategy 3: Teachers will have data that they will be expected to bring to PLC meetings. This information will be communicated to them in advance of the upcoming PLC meeting.

Staff Responsible: Principal, Assistant Principal

Strategic Priority Area 4: Community and Connectivity

Picture of Success: Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Strategic Objective 1: GISD is transparent with reporting progress and providing access to information.

Change Decision: Maintain

Desired State: Data is regularly made available to all stakeholders, and encourages feedback in the process.

Strategic Priority Area 4: Community and Connectivity

Strategic Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Change Decision: Maintain but Consider a Change

Desired State: Staff will continue to interact with parents through learning nights and new student interviews.

Strategic Priority Area 4: Community and Connectivity

Strategic Objective 3: Parents and community members feel welcome and invited in GISD schools.

Change Decision: Maintain but Consider a Change

Desired State: RHS will continue to host parent learning nights as well as encourage parents to be a part of their student's learning journey.